

September 20, 2019

Mr. Dahlquist's Room

# Classroom News!



**Math**– *Unit 1 Investigation 3: Division Strategies:* Students will: Understand and use relationships between multiplication and division to solve division problems; and Write and interpret numerical expressions. At Longfellow they **expect** you to know your facts (1-12). Please study your math facts 1-12 about 5 minutes each day, Xtra-math.org (+, -, \* , /) **\*\*If students need extra help they can come in Mon-Fri from 8 a.m. to 8:20.**

**Science**– *Life of Animals—How Do Animals Get Matter and Energy from Their Ecosystems?* Students will describe adaptations animals have for getting food and making shelter; and Compare different types of bird beaks simulating adaptations.

**Social Studies**–Students took the Unit 1 assessment today. Results will be sent home next week for a parent signature. Graded work from the unit will come home in next week's Friday folder.

This week, students began their study of chapter 2: American Indians and Their Land. In this chapter students will focus on the question: How did American Indians adapt to different environments in North America? Objectives for this chapter will include: 1) trace the migration routes of American Indians into North America; 2) summarize key features of four environments; 3) identify ways in which the Inuits adapted to their Arctic environment. Vocabulary for this unit includes the following terms: *Origin story, migrate, environment, adapt, kiva, migration, natural resources, adaptation, pictograph.*

**Writing**–This week in writing students learned strategies for generating personal narrative stories. Strategies taught this week included:

1. Think of a person that matters to you, list Small Moment stories connected to him/her and write one.
2. Think of first times, list stories you could tell about each one and write one.
3. Think of a place that matters, list small moments, that occurred in that place and write one.
4. Think of a strong feeling. List stories of particular times you felt it and write one'
5. Live differently because you are a writer. Notice small moments and capture them in your entries.
6. Read the words another writer has written and use them to spark your story ideas.

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In spelling, students studied long vowel words in spelling. Hopefully, you saw them studying their weekly star list each night. Students should continue to study any words they are having difficulty from all of the unit 1 lists.

**Treasures**– Our theme in Treasures: Trees for Life. We focused on compare and contrast text structure, think about how the people, objects, or events in the text are alike and different. Students should study their word list nightly for 5 minutes. Spelling will be assessed at the end of the first theme, along with the reading and grammar skills.